
Smart Techno Parenting for Early Childhood Socio-Emotional Development in the Digital Age

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Abstract

Today, people live in the digital age. Everyone from all walks of life, including early childhood, is familiar with gadgets. Gadgets can hurt early childhood due to parents' lack of awareness of the dangers posed. This article elaborates on parenting strategies for early childhood socio-emotional development in the digital era. The primary sources used are national and international journals, while secondary sources are books related to the topic of discussion. Journals and books used as references discuss parenting strategies that focus on early childhood socio-emotional development in the digital age. The results show that intelligent techno parenting is an appropriate strategy to educate and develop children's potential optimally; parents should be more active and creative and understand the development of technology as a positive educational tool for children.

Keywords: *digital age, early childhood, smart techno parenting, socio-emotional*

A. Introduction

The development of technology is something that cannot be denied today.¹ Technology integration, which involves merging different types of media and technology, has significantly impacted various fields, without the

¹ Stephen J. Andriole, "Seven Indisputable Technology Trends That Will Define 2015," *Communications of the Association for Information Systems* 30 (2012): 61-72, <https://doi.org/10.17705/1CAIS.03004>.

exception of education.² Of course, this has an impact on the pattern of social life.³ People who used to socialize in real life now use digital media such as the Internet to make friends, say hello, or seek emotional support.⁴ One of the most popular digital devices that plays a vital role in the world of young people, including children, is the smartphone.⁵ Several literature reviews show that young children are beginning to understand and operate smartphones as a medium for entertainment, play, and learning.⁶ It happens because parents do not understand children's impact afterward, and parents deliberately introduce gadgets to children as early as possible.⁷

Digital technology can pose a threat as a means of entertainment for children and impacts cognitive development, causing physical, cognitive, behavioral, attention, health, and social and emotional problems.⁸ The development of technology in this digital era is increasingly widespread and gave birth to a phenomenon known as VUCA (*Volatility* / rapid change, *Uncertainty*/difficulty to predict, *Complexity* / many factors, *Ambiguity*/confusion), where children will grow and develop in a fast-paced, competitive world and unexpected influences from several things. That is why parents need to accompany children in their development process.⁹

² Jovini Jovini et al., "Implications of Technological Convergence for Contemporary Buddhism Education Methodology," *Journal of Review of Education and Teaching (JRPP)* 6, no. 4 (2023): 3213–3218, <https://doi.org/https://doi.org/10.31004/jrpp.v6i4.20355>.

³ Husni Anggoro, "The Impact of Technological Development on One's Psychology," 2020.

⁴ Ganjar Suargani, Mulawarman Mulawarman, and Awalya Awalya, "Single Session Counseling Integrated with Expressive Art to Improve Students' Internet Altruistic Behavior," *Journal of Guidance and Counseling Studies* 7, no. 1 (2022): 29–35, <https://doi.org/10.17977/um001v7i12022p29-35>.

⁵ Natalia Kucirkova, "IPads in Early Education: Separating Assumptions and Evidence," *Front. Psychol* 5 (2014): 1–3, <https://doi.org/https://doi.org/10.3389/fpsyg.2014.00715>.

⁶ Alejandrina Cristia and Amanda Seidl, "Parental Reports on Touch Screen Use in Early Childhood," *PLoS ONE* 10, no. 6 (2015): 1–20, <https://doi.org/https://doi.org/10.1371/journal.pone.0128338>; Jackie Marsh et al., "Exploring Play and Creativity in Preschoolers' Use of Apps: A Guide for Parents," 2015 (University of Sheffield, n.d.).

⁷ Suriati Abdul Gani, "Parenting Digital Natives: Cognitive, Emotional, and Social Developmental Challenges," in *education in the 21st Century: Responding to Current Issues* (Malang: State University of Malang, 2016), 870–80; Kesaraporn Wanajak, "Internet Use and Its Impact on Secondary School Students in Chiang Mai, Thailand" (Edith Cowan University, 2011).

⁸ Mary L Courage and Alissa E Setliff, "Debating the Impact of Television and Video Material on Very Young Children: Attention, Learning, and the Developing Brain," *Child Development Perspectives* 3, no. 1 (2009): 72–78, <https://doi.org/10.1111/j.1750-8606.2008.00080.x>; Gani, "Parenting Digital Natives: Cognitive, Emotional, and Social Developmental Challenges"; Diane E Levin and Barbara Rosenquest, "The Increasing Role of Electronic Toys in the Lives of Infants and Toddlers: Should We Be Concerned?," *Contemporary Issues in Early Childhood* 2, no. 2 (June 1, 2001): 242–47, <https://doi.org/10.2304/ciec.2001.2.2.9>; "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8," *National Association for the Education of Young Children*, 2012.

⁹ Sari Utami, "Smart Techno Parenting: " *An Nisa'* 15, no. 2 (2022): 97–113, <https://doi.org/10.30863/annisa.v15i2.3714>.

The phenomenon in the field today is parents who give digital devices as a distraction so that children do not cry when parents are doing homework.¹⁰ It causes device addiction in children; two factors influence it. Namely, parents let children play with devices between their activities, and parents do not understand the impact caused by these devices.¹¹ However, if this continues, it will have an impact on children's emotions; children become angry when they are not given devices as a means of self-entertainment and children's social development, children become individualistic, indifferent to people around them, reduce empathy and tend to expect instant satisfaction and fulfillment of needs.¹²

Children need to develop their socio-emotional aspects to adapt to a peer environment. Children who can understand, explore, and manage their socio-emotional aspects are defined as successful in interpersonal relationships, adaptation, and problem-solving.¹³ Family is the first means of education in human life.¹⁴ Parents play an essential role in teaching various aspects of life.¹⁵ By teaching hospitality ethics in social life, such as simple socializing, children gradually learn to interact with others, understand that not everything is obtained instantly, understand language, and display emotions.

For this reason, parents need to understand how appropriate strategies to apply in educating children to develop social skills and manage emotions according to their developmental stages. In addition, cultural norms and values in the environment guide children's evaluations, social responses,

¹⁰ Suwarjo Suwarjo, "Strengthening the Character of Learners in Facing the Digital Era," in *Proceedings of the National Education Conference "Strengthening the Character of the Nation Through Educational Innovation in the Digital Era,"* vol. 1 (Yogyakarta: Universitas Mercu Buana Yogyakarta, 2018), 1-5.

¹¹ Gani, "Parenting Digital Natives: Cognitive, Emotional, and Social Developmental Challenges."

¹² Roman Globokar, "Impact of Digital Media on Emotional, Social and Moral Development of Children," *Nova Pristnost* XVI (November 21, 2018): 545-60, <https://doi.org/10.31192/np.16.3.8>; Arif Marsal and Fitri Hidayati, "Pengaruh Smartphoneterhadap Pola Interaksi Sosial Pada Anak Balita Di Lingkungan Keluarga Pegawai UIN Sultan Syarif Kasim Riau," *Jurnal Ilmiah Rekayasadan Manajemen Sistem Informasi* 3, no. 1 (2017): 78-84, <https://doi.org/http://dx.doi.org/10.24014/rmsi.v3i1.3529>.

¹³ Tamara G Halle and Kristen E Darling-Churchill, "Review of Measures of Social and Emotional Development," *Journal of Applied Developmental Psychology* 45 (2016): 8-18, <https://doi.org/10.1016/j.appdev.2016.02.003>.

¹⁴ I Ketut Sudarsana, "The Role of Family and Community in the Decentralization of National Education," *Maha Widya Bhuwana* 1, no. 1 (2018): 10-18, <https://doi.org/https://doi.org/10.55115/bhuwana.v1i1.29>.

¹⁵ Jin-pang Leung and Kwok Leung, "Life Satisfaction, Self-Concept, and Relationship with Parents in Adolescence," *Journal of Youth and Adolescence* (Germany: Springer, 1992), <https://doi.org/10.1007/BF01538737>.

and participation in interactions; this regulates children's behavioral growth and development.¹⁶

Smart techno parenting is one of the right parenting strategies to implement in the digital era. *Smart techno parenting* is one of the strategies for educating children to achieve optimal potential growth and development, and parents must be more creative, active, and aware of technological developments (Baharun & Finori, 2019). Furthermore, there have been many studies on *smart techno parenting*, including Baharun (2019), Syaiffudin (2019), Sisbintari (2021), Salsabila (2021), Palupi (2015), Utami (2022).¹⁷ Previous research discussed *bright techno parenting concerning* character, therapy for children in the digital era, and Islamic education; this study discusses *smart techno parenting* and its relation to children's socio-emotional development in the digital era.

B. Methods

This research uses the *library research* method. This research is related to parenting strategies for early childhood socio-emotional development in the digital era. The data sources in this research are the analysis results from books, journals, or articles.¹⁸ The primary sources used in this research are national and international journals from 2011 to 2022. The secondary sources used are books that are the underlying theory of the research topic. Journals and books used as references discuss *innovative techno-parenting* strategies that focus on early childhood socio-emotional development. Then, the researcher analyzes the study material and develops

¹⁶ Esti Widya Rahayu and Dewi Sri Mustikasari, "The Significant Role of Culture to Value Differences: Socio-Emotional Challenge in Digital Era BT - Proceedings of the 5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPOCH 2019)" (Atlantis Press, 2020), 234–39, <https://doi.org/10.2991/assehr.k.200120.049>.

¹⁷ Hasan Baharun and Febri Deflia Finori, "Smart Techno Parenting: Alternative Child Education in the Era of Digital Technology," *Tatsqif Journal* 17, no. 1 (2019): 52-69, <https://doi.org/https://doi.org/10.20414/jtq.v17i1.625>; Syaifuddin Syaifuddin and Hefniy Hefniy, "SMART TECHNO PARENTING IN FORMING CHILD CHARACTER," 2019, <https://api.semanticscholar.org/CorpusID:216673869>; Kartika Dewi Sisbintari and Farida Agus Setiawati, "Digital Parenting as an Effort to Prevent Gadget Addiction in Early Childhood During the Covid-19 Pandemic," *Journal of Obsession*: - 10.31004/Obsesi.V6i3.1781, October 7, 2021, <https://obsesi.or.id/index.php/obsesi/article/view/1781>; Unik Salsabila et al, "THE ROLE OF PARENTS IN THE USE OF TECHNOLOGY ON ONLINE LEARNING AT THE ELEMENTARY LEVEL IN THE COVID-19 PANDEMI AGE," *Journal of Research Innovation* 1, no. 8 SE-Articles (December 30, 2020), <https://doi.org/10.47492/jip.v1i8.334>; Yulia Palupi, "Digital Parenting as a Therapeutic Vehicle to Balance the Digital World with the Real World for Children," in *National Seminar of Universitas PGRI Yogyakarta* (Yogyakarta: Universitas PGRI Yogyakarta, 2015); Utami, "Smart Techno Parenting : "

¹⁸ Yu-Wei Chang, Mu-Hsuan Huang, and Chiao-Wen Lin, "Evolution of Research Subjects in Library and Information Science Based on Keyword, Bibliographical Coupling, and Co-Citation Analyses," *Scientometrics* 105, no. 3 (2015): 2071–87, <https://doi.org/10.1007/s11192-015-1762-8>.

innovative techno-parenting strategies in early childhood socio-emotional development in detail.

C. Results and Discussion

Social Development in Early Childhood

Social development is the learning of children to behave by the rules, norms, morals, and traditions that apply in society. At this age, children show an egocentric nature because they do not yet understand the differences with others.¹⁹ They are still selfish and cannot interact or socialize with the environment. Children's social development begins with their relationship with their parents, from which they learn to interact with others.

Erikson, as cited in Helms & Turner, views the early childhood period as the *sense of initiative* phase, where in this phase, children are encouraged to develop initiatives such as asking questions about what is obtained from what is seen, heard, and felt.²⁰ This social development allows individuals to interact with their social environment. In addition, emotional development also affects the child's further development. Children must know how to express their feelings to interact with the environment. Children express their feelings or emotions through actions both verbally and nonverbally.

According to studies conducted by Corsaro, as cited in Rizzo, preschool children interact with peers in two ways. First, in social participation, children engage in activities with their group. Second, children tend to accept or reject others who interfere with group activities to protect their mates.²¹ This opinion strengthens the view of social development because of the child's ability to interact with the surrounding environment. Children's social development refers to how children behave and interact with the social demands that exist in society.

In Dewi et al., Gresham suggests that social competence supports children's success in interacting with the social environment. Children lacking social behavior will find problems such as rejection and behavioral discrepancies, even when entering school age.²² Children must be guided and trained to fulfill social competence through experience and be allowed to interact with others, such as siblings, parents, or peers.

¹⁹ Khadijah and Nurul Zahraini Jf, *Early Childhood Social Development Theories and Strategies* (Medan: Merdeka Kreasi, 2021).

²⁰ Donald B. Helms and Jeffrey S. Turner, *Exploring Child Behavior* (USA: Saunders, 1976).

²¹ Thomas A Rizzo, *Friendship Development among Children in School*, Language and Learning for Human Service Professions. (Westport, CT, US: Ablex Publishing, 1989).

²² Ajeng Rahayu Tresna Dewi, Mira Mayasarokh, and Eva Gustiana, "Social Emotional Behavior of Early Childhood," *Golden Age Journal* 4, no. 1 (2020), <https://doi.org/https://doi.org/10.29408/goldenage.v4i01.2233>.

Parenting and parental guidance greatly influence social development.²³ Social behavior arises because of the learning process, not from mere maturity.²⁴ Children's comprehensive social development emerges when children enter the realm of education (kindergarten/early childhood). At this time, children play and socialize with their peers; they learn to interact by involving their cognitive aspects. Bandura in Nurmalitasari states that they do their activities in groups. Several characteristics of early childhood characterize it: (1) children know the rules that apply in the environment; (2) children are subject to rules; (3) children are aware of the rights or interests of others; (4) children play with groups their age.²⁵

Social development is the process of reaching maturity in social relationships. It can also be interpreted as adjusting to the values, norms, or rules that apply. The family is the first place and is essential in helping children achieve social development.

Emotional Development in Early Childhood

²⁶Children's feelings and empathy for understanding things are examples of emotional development, recognizing their and others' feelings, and managing emotions effectively.²⁷ The emotional side of children develops according to their experiences and environment. According to Santrock, emotions include feelings that arise in a situation and are expressed with comfort or

²³ Cambry Baker, Susan Clayton, and Eshana Bragg, "Educating for Resilience: Parent and Teacher Perceptions of Children's Emotional Needs in Response to Climate Change," *Environmental Education Research* 27, no. 5 (May 27, 2021): 687-705, <https://doi.org/10.1080/13504622.2020.1828288>; Janina Larissa Bühler and Jana Nikitin, "Sociohistorical Context and Adult Social Development: New Directions for 21st Century Research," *American Psychologist* 75, no. 4 (2020): 457-69, <https://doi.org/10.1037/amp0000611>; Meilita Kusramadhanty, Dwi Hastuti, and Tin Herawati, "Temperament and Parenting Practices Determine the Social Emotional Development of Preschool-Aged Children," *Persona: Indonesian Journal of Psychology* 8, no. 2 (December 30, 2019): 258-77, <https://doi.org/10.30996/persona.v8i2.2794>.

²⁴ Hasan Basri et al., "Learning Theory of Conditioning," *Journal of Critical Reviews* 7, no. 8 (2020): 2024-31.

²⁵ Femmi Nurmalitasari, "Social Emotional Development in Preschool-Aged Children," *Psychology Bulletin* 23, no. 2 (2015), <https://doi.org/10.22146/bpsi.10567>.

²⁶ Moti Benita, "Freedom to Feel: A Self-determination Theory Account of Emotion Regulation," *Social and Personality Psychology Compass* 14, no. 11 (2020), <https://doi.org/10.1111/spc3.12563>; Tina Malti, Joanna Peplak, and Erinn Acland, "Emotional Experiences in Moral Contexts: Developmental Perspectives," in *The Oxford Handbook of Moral Development: An Interdisciplinary Perspective*, Oxford Library of Psychology. (New York, NY, US: Oxford University Press, 2020), 244-63, <https://doi.org/10.1093/oxfordhb/9780190676049.001.0001>.

²⁷ Paul D Hastings and Ishani De, "Parasympathetic Regulation and Parental Socialization of Emotion: Biopsychosocial Processes of Adjustment in Preschoolers," *Social Development* 17, no. 2 (2008): 211-38, <https://doi.org/10.1111/j.1467-9507.2007.00422.x>.

discomfort.²⁸ Emotions are irrational forms that cause patterns of behavior and thinking to become negative.²⁹

Children have different emotional characteristics from adults. Emotional characteristics in children, according to Nurmalitasari, are (1) children's emotions tend to be brief; (2) strong; (3) temporary but frequent; (4) easy to know clearly from their behavior; and (6) the reaction causes individualism.³⁰ Santrock added that children's emotional development is based on (1) pride, which arises when children complete something; (2) shame, which arises when children are unable to do something; (3) guilt, which arises when children fail to act, and children will try to improve their behavior.³¹

Early childhood is free and open to expressing their emotions. Attitudes when angry and jealous are often shown in early childhood, especially in seeking the attention of others. Some emotions often raised by early childhood are happy and unhappy.³² For example, happy because they are satisfied, sad because they do not like it, or afraid because of threats. In simple terms, expressing children's emotions when interacting with others is one of the emotional developments.³³ In addition, Fakhrudin explained that children's emotions develop slowly until they find *self-comforting behavior*.³⁴ Early childhood is when children are active in various activities they like, which can trigger children's emotional conditions.

Parenting in the Digital Age

Parenting is the main foundation for children to gain education and experience. It, of course, must keep up with the times. Technology is developing rapidly and can be reached by every age range, including early childhood. The use of technology for children can positively or negatively

²⁸ John W Santrock, *Child Development*, trans. Mila Rahmawati and Anna Kuswati, *Journal of Child*, 11th ed. (Jakarta: Erlangga, 2007).

²⁹ Emily Bariola, Eleonora Gullone, and Elizabeth K Hughes, "Child and Adolescent Emotion Regulation: The Role of Parental Emotion Regulation and Expression," *Clin Child Fam Psychol Rev.* 14, no. 2 (2011): 198–212, <https://doi.org/https://doi.org/10.1007/s10567-011-0092-5>.

³⁰ Nurmalitasari, "Social Emotional Development in Preschool Age Children."

³¹ Santrock, *Child Development*.

³² Muhammad Hasbi et al., *Teaching Early Childhood Emotion Management Skills*, ed. Nanik Suwaryani and Nur Ainy Fardana N (Ministry of Education and Culture, 2020).

³³ Suyadi, *Psychology of Early Childhood Learning*, 1st ed. (Yogyakarta: PEDAGOGIA (PT Insan Madani Library), 2010).

³⁴ A. U. Fakhrudin, *Educating Children to be Excellent* (Yogyakarta: Manika Books, 2010).

impact their development; parents must play an active role and know about technology to help children achieve optimal development.³⁵

Parents need to guide and give directions to children on using technology. So that children benefit from the use of technology by developing creativity and critical thinking. In addition, parents need to limit the time children spend using technology, such as gadgets. Togetherness and communication must be improved to help children achieve optimal social and emotional development by providing education through activities such as watching art, sports, playing music, or traditional games.³⁶

Parental assistance and guidance when children use devices are critical to prevent children from experiencing dependence and negative impacts that affect their social development.³⁷ Parents can provide examples of using technology, such as gadgets, wisely, especially when using them and not interfering with daily activities such as worship, eating, resting, or when with family.³⁸ *Parenting* is essential because it affects children's ability to adjust to the environment. Suppose parents can limit the use of devices and provide tangible examples. In that case, children tend to imitate them and avoid the adverse effects caused by these technological devices.³⁹

Discussion

Smart Techno Parenting for Early Childhood

As parents, we must be able to adapt to technological advances.⁴⁰ Gadgets can have positive and negative impacts on children's development, so proper supervision and *parenting* methods are essential to prevent children from getting negative things. Sunarty defines *parenting* as parental treatment through guiding, teaching, training, caring, and educating.⁴¹ It can be

³⁵ Leni Nurul Azizah et al., *Parenting Training Module in the Digital Era*, ed. Leni Nurul Azizah, Novie Ocktaviane M., and Witri Susanti (Ministry of Women Empowerment and Child Protection of the Republic of Indonesia, 2017).

³⁶ Azizah et al.

³⁷ Yusmi Warisyah, "The Importance of Parents' 'Dialogical Assistance' in the Use of Gadgets in Early Childhood," in *PROSIDING SEMINAR NATIONAL EDUCATION "Learning Innovation for Progressive Education"* (Ponorogo: FETT Muhammadiyah Ponorogo University, 2015).

³⁸ Faridah Hariyani, "The Effect of Digital Parenting on Social Independence of Preschool Children," *Mahakam Midwifery Journal* 5, no. 1 (2020), <https://doi.org/https://doi.org/10.35963/midwifery.v5i1.147>.

³⁹ Tesa Alia and Irwansyah, "Parental Assistance to Early Childhood Children in the Use of Digital Technology," *Polyglot: A* 14, no. 1 (2018): 65-78, <https://doi.org/https://doi.org/10.19166/pji.v14i1.639>; Hairani Lubis, Afif Husniyatur Rosyida, and Nikmatul Hidayati Solikhatin, "Effective Parenting in the Digital Age," *PLAKAT*: 1, no. 2 (2019): 102-9, <https://doi.org/http://dx.doi.org/10.30872/plakat.v1i2.2967>.

⁴⁰ Mustakim Mustakim et al., "Early Childhood Parenting in the Era of Disruption," *Journal of Innovation* 4, no. 1 (March 12, 2021): 19-35, <https://doi.org/10.33474/jipemas.v4i1.7236>.

⁴¹ Kustiah Sunarty, "The Relationship between Parenting and Children's Independence," *Journal of EST* 2, no. 3 (2016): 152-60.

realized through discipline, affection, and role models. In providing education, parents need to utilize technology through educational games or videos, with supervision and assistance when learning. Remember also effective communication to support children in their learning.⁴²

Parenting in children's socio-emotional development in the digital era Children's behavior is influenced by parents from the moment they are born.⁴³ Parents and children are part of a biologically bound system that supports children's socialization process.⁴⁴ Parents are responsible for guiding children to behave socially in the natural and virtual worlds. In the digital era, gadgets are mandatory tools for individuals, and everyone can operate them, including early childhood. It makes parents have to guide children in the use of devices.

McGrathter in Rahmatullah points out that the negative impact of the digital era cannot be eliminated; for example, children can be individualistic when they use gadgets and be indifferent to their surroundings.⁴⁵ Rahmat explained several things that need to be considered in *parenting in the digital era*: (1) physical health and development, (2) sleep problems, (3) concentration difficulties, and (4) social, language, and cognitive development of children. In addition, parents must (1) accompany children when using devices because children do not understand the limits in accessing a site; (2) parents are selective in providing media as a means of playing with children; (3) teach other motor activities.⁴⁶

One *parenting* method that can help children achieve optimal development in this digital era is the *innovative techno-parenting method*. *Smart techno parenting* is defined as a method of educating children by utilizing technology as a means of learning and child development.⁴⁷ Parents act as controllers for children in cognitive, social, emotional, affective, and psychomotor development through time agreements in learning using

⁴² Stephanus Turibius Rahmat, "Effective Parenting in Educating Children in the Digital Age," *Missio Journal of Education and Culture* 10, no. 2 (2018): 137-273, <https://doi.org/https://doi.org/10.36928/jpkm.v10i2.166>; Wawan Setiawan, "The Digital Age and Its Challenges," in *PROSIDING SEMINAR NATIONAL EDUCATION "Character Education Based on Local Wisdom to Face Current Strategic Issues in the Digital Age"* (Sukabumi: Universitas Muhammadiyah Sukabumi, 2017).

⁴³ Moniek Buijzen and Patti M Valkenburg, "Parental Mediation of Undesired Advertising Effects," *Journal of Broadcasting & Electronic Media* 49, no. 2 (2005): 153-65, https://doi.org/10.1207/s15506878jobem4902_1.

⁴⁴ Daphne Blunt Bugental and Joan E Grusec, "Socialization Processes," in *Handbook of Child Psychology: Social, Emotional, and Personality Development, Vol. 3, 6th Ed.* (Hoboken, NJ, US: John Wiley & Sons, Inc., 2006), 366-428.

⁴⁵ Azam Syukur Rahmatullah, "Inherent Balanced Family Education as a Base that Enlightens Children in the Digital Age," *Cendekia* 15, no. 2 (2017): 211-24.

⁴⁶ Rahmat, "Effective Parenting in Educating Children in the Digital Age."

⁴⁷ Baharun and Finori, "Smart Techno Parenting: Alternative Child Education in the Era of Digital Technology."

technology. Indirectly, parents need to master the skills of using technology effectively, efficiently, and compatibly so that the learning process with children can run well.⁴⁸

In implementing the smart techno parenting strategy, we should consider the following.

1. Understanding technology as a tool for children's education. In Indonesia, the learning process is easily accessible by technology, so parents need the skills to provide learning with educational and interactive games.⁴⁹
2. Time restriction of digital media use. Parents must limit their children's use of devices by inviting them to do other, more enjoyable activities.⁵⁰ The use of devices other than for children's learning should be limited to, for example, 3 hours per day. Limiting the duration of device use does not only apply to children; parents must also set an example for children not to play with devices in front of children because children will imitate every behavior of their parents.
3. Optimization of positive activities. In addition to learning through gadgets, parents should teach social activities that are beneficial for future life, for example, doing homework, sports, playing in the park or recreation, or channeling hobbies that emphasize physical activity. It aims to minimize the use of gadgets and make the relationship between children and parents warmer.
4. Selectively choose media for children. Anything can be accessed easily on the Internet, including positive or negative content. Parents should be selective in choosing media that is age-appropriate. Parents must understand the content on the Internet and choose media that is suitable for children.
5. Supervision of children's environment both in the real world and on the Internet. Impressions that are unsuitable for children will affect children's moral, emotional, and social growth and development. Parents act as friends if their children are accessing a site on the Internet.⁵¹ Not only on the Internet is it likely that what children watch is applied in real

⁴⁸ Syafa'atun Nahriyah, "Child Development in the Digital Age," *Risalah, Journal of Education and Islamic Studies* 4, no. 1 (2018): 65-74, https://doi.org/https://doi.org/10.31943/jurnal_risalah.v4i1.51; Jeremy Riel, Sonya Christian, and Brad Hinson, "Charting Digital Literacy: A Framework for Information Technology and Digital Skills Education in the Community College," *SSRN Electronic Journal*, 2012, 1-22, <https://doi.org/https://dx.doi.org/10.2139/ssrn.2781161>.

⁴⁹ Chusnul Muali et al., "Free Online Learning Based On Rich Internet Applications; The Experimentation Of Critical Thinking About Student Learning Style," *Journal of Physics: Conference Series* 1114 (November 1, 2018): 12024, <https://doi.org/10.1088/1742-6596/1114/1/012024>.

⁵⁰ Gani, "Parenting Digital Natives: Cognitive, Emotional, and Social Developmental Challenges."

⁵¹ Rahmat, "Effective Parenting in Educating Children in the Digital Age."

life; parents need to control behavior to minimize immoral, destructive, and unhealthy child behavior in the community.

Parenting is essential and contributes significantly to the development of children. Moreover, *parenting* influences children's behavior, personality, social interaction, and emotions. Therefore, parents need to make preventive efforts, so children can develop optimally according to their developmental stages. Preventive efforts made by parents make a balanced family.⁵² A balanced family is a family characterized by harmonious relationships between family members.

Authoritarian and democratic patterns can also be involved in children's education. In this pattern, children can be more creative and innovative in gaining experiences that support their social-emotional development but need assistance from parents to be more optimal and avoid negative influences from technology.⁵³

Early Childhood Socio-Emotional Development

Social and emotional development are related because children's interactions with their environment will be good if they can manage and express their emotions well. Emotions come from the heart, which refers to feelings. Children learn to involve emotions as the primary source of receiving learning, cooperation, and leading or serving. These three things relate to others, so social interactions will go well when children are competent in managing emotions.⁵⁴

Erikson's theory of socio-emotional development finds several characteristics in the development of emotions, namely, (1) emotions are related to physical growth and psychological development; (2) psychological, biological, and social development affects with age; (3) children are a unity between organisms, egos, and social beings; (4) there are stages of development in each age range (Olson & Hergenhem, 2013). Furthermore, Erikson in Santrock states that every human being experiences changes in physical, psychological, and cognitive areas during their lifespan.⁵⁵ The environment also affects children's development, including socio-emotional aspects, where the child grows and behaves.

⁵² Rahmatullah, "Inherent Balanced Family Education as a Base that Enlightens Children in the Digital Age."

⁵³ Muhamad Yusuf et al., "Digital Parenting to Children Using the Internet," *Pedagogik Journal of Islamic Elementary School* 3, no. 1 (2020): 1-14, <https://doi.org/https://doi.org/10.24256/pijies.v3i1.1277>.

⁵⁴ Dina Khairiah, "Assessment of Early Childhood Socio-Emotional Development," *Al Athfal* : 1, no. 2 SE-Articles (December 31, 2018), https://ejournal.stainupwr.ac.id/index.php/Al_Athfal/article/view/85.

⁵⁵ Santrock, *Child Development*.

Masganti argues that several aspects that children need to master in socio-emotional development, including (1) socializing, how children interact to be accepted in their environment; (2) self-expression, children can express their thoughts, emotions, and abilities; (3) independence, children try to develop their skills without help from their parents.⁵⁶ Thus, children can cooperate, share, and be involved in their age group. Meanwhile, according to Diana and Mesiono, children's abilities in social-emotional aspects are recognizing their natural or social environment, playing a role in social life, appreciating cultural diversity, and developing suitable concepts and self-control.⁵⁷

D. Conclusion

The development of technology is something that cannot be denied and affects the pattern of social life. One of the popular technology products now is gadgets. Nowadays, early children can operate gadgets compared to their parents because parents do not understand technology. The impact is that their socio-emotional development is disrupted and is characterized by when the child is playing with gadgets, the child will become indifferent to the surroundings and selfish. When released from the device, the child becomes emotional, such as getting angry and crying. For this reason, parental assistance in responding to situations like this. This study recommends applying *smart techno parenting* as an alternative to face challenges in the digital era.

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⁵⁶ Masganti Sit, *Learner Development* (Medan: Perdana Publishing, 2012).

⁵⁷ Nirva Diana and Mesiono, eds., *BASICS OF EARLY CHILDHOOD EDUCATION (Realizing Excellent Human Resources)* (Medan: Perdana Publishing, 2016).

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